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Book Friends of Many Nations

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THE idea that international goodwill may be promoted through children's books is not new. Many lists have been made with this thought in mind, and many writers have undertaken to produce books descriptive of life in other lands by which they have intended to give to American children an understanding of and friendly feeling for children of alien nationalities. The conviction behind these efforts is undoubtedly sound, that the child who, through his reading, accumulates impressions that make him sympathetic toward the people of other lands and races, attains unconsciously a point of view from which an attitude of world-mindedness will naturally develop. Com-

mendable as is the aim, much of this writing "with a purpose" falls far short of its intention, the result being too often a mere made-to-order book. A quantity of more or less accurate information based upon the author's

travels and personal observations, or upon second hand knowledge obtained from books and other sources, is worked into a story in which neither plot nor episodes will sustain interest, in which the characters are nothing more than wooden figures designed to wear native costumes and be informational

mouthpieces, in which there is nothing to fire the imagination of the reader or transmit to him anything of the spirit of the people



FROM JEAN AND FANCHON. By Virginia Olcott. Illustrated by Constance Whittemore.

in question. Some of these books, of course, come much nearer than others in attaining their object and have qualities that give them, in varying degrees, positive values.

Like love for one's own country, friendship for alien peoples comes not only through knowledge of their characteristics, but is increased and made more intelligent by an acquaintance with their background, their traditions, their legendary lore, their history, their great men and women, their contributions to science and art. It follows that in making available to children books that will help toward such understanding, of far greater value than any cut-to-order story or book of geographic facts are those which give just these things, especially such as have the force and emotional appeal not only of subject matter, but of good writing. High evaluation too must be placed on those books that convey something essentially belonging to the setting and peculiar to it alone, whether the effect is obtained through literary style, creation of character and situation or other means. For this reason books coming to us from other countries written for the children of those countries, with no purpose behind them of spreading geographic information, frequently give more of the atmosphere and the spirit of those lands than most of the books written for American children by authors who have consciously gathered material with this motive. The list here given has been made with these thoughts in mind and no claim is made for its completeness.

Picture Books with English Text

- Beskow—AUNT GREEN, AUNT BROWN AND AUNT LAVENDER (Swedish), Harper \$2.00
 Boutet de Monvel—JOAN OF ARC (French), Century \$4.00
 Caldecott—HEY DIDDLE DIDDLE PICTURE BOOK (English), Warne \$2.25
 Eisgruber—SPIN TOP SPIN (German), Macmillan \$3.00
 Gay—PANTO AND HIS BURRO (Mexican), Morrow \$2.00
 France—GIRLS AND BOYS, illus. by Boutet de Monvel (French), Duffield \$2.50
 OUR CHILDREN, illus. by Boutet de Monvel (French), Duffield \$2.50

- Greenaway—MARIGOLD GARDEN (English), Warne \$2.50
 Kuebler—HANSEL THE GANDER (Bavarian), Morrow \$2.00
 Morrow—PAINTED PIC (Mexican), Knopf \$2.00
 Petersham—MIKI (Hungarian), Doran \$2.00
 Wiese—LIANG AND LO (Chinese), Doubleday \$1.50

Realistic Stories for Younger Children

- Jacobi—ADVENTURES OF ANDRIS (Hungary), Macmillan \$2.50
 Martin—FATMA WAS A GOOSE (Tunis), Doubleday \$2.00
 AWISHA'S CARPET (Tunis), Doubleday \$2.00
 Miller—CHILDREN OF THE MOUNTAIN EAGLE (Albania), Doubleday \$2.00
 Moon—CHI-WE (Pueblo Indian life), Doubleday \$2.00
 Perkins—"TWIN" books (Especially the Dutch) Japanese, Filipino, Mexican and Eskimo) Houghton \$1.75 ea.
 Rowe—RABBIT LANTERN (China), Macmillan \$1.75
 TRAVELING SHOPS (China), Macmillan \$1.75
 Wells—COCO THE GOAT (Spain), Doubleday \$2.00
 Sugimoto and Austin—WITH TARO AND HANA IN JAPAN, Stokes \$1.00
 White—MAGIC FOREST (Hudson Bay district), Macmillan \$1.00

Stories of Life in Other Countries

- Adams—MIDSUMMER (Sweden), Macmillan \$1.75
 Best—GARRAM THE HUNTER (Native life, African hill country), Doubleday \$2.00
 Brann—LUPE GOES TO SCHOOL (Spain), Macmillan \$2.00
 NANETTE OF THE WOODEN SHOES (Holland), Macmillan \$2.00
 Coatsworth—BOY WITH THE PARROT (Guatemala), Macmillan \$1.75
 Colum—BOY IN EIRINN (Peasant life before the war, Ireland), Dutton \$2.00
 Crew—ALANNA (Ireland), Harper \$2.00
 UNDER TWO EAGLES (Poland), Little \$2.00
 SATURDAY'S CHILDREN (Working classes, various European countries), Little \$2.00
 Crichton—PEEP IN THE WORLD (Germany of a past generation), Longmans \$1.75
 Dodge—HANS BRINKER (Holland), Scribner \$1.50
 Duncan—ADVENTURES OF BILLY TOPSAIL (Newfoundland), Revell \$1.75
 Eyton—KULLU OF THE CARTS (India), Bobbs \$2.50
 Fleming—HUNTED PICANNINIES (Native life, Australia), Dutton \$2.50
 French—LANCE OF KANANA (Arabia), Lothrop \$1.25
 Gaines—TREASURER FLOWER (Japan), Dutton \$2.00
 Harper—SIBERIAN GOLD (Siberia before the World War), Doubleday \$1.00

- Haskell—KATRINKA (Peasant life, pre-war Russia), Dutton \$2.00
- Hubbard—QUEER PERSON (North American Indian life), Doubleday \$2.50
- Kerr—TOWN CRIER OF GEVREY (Village life, France in 1918), Macmillan \$1.75
- Kipling—JUNGLE BOOKS, Doubleday \$2.50 ea.
- Lomen—TAKTUK, AN ARCTIC BOY, Doubleday \$1.75
- Lustig—ROSES OF THE WIND (Life in nobleman's family, Russia fifty years ago), Doubleday \$1.00
- Macmillan—KAH-DA (Eskimo life), Doubleday \$2.00
- Miller—PRAN OF ALBANIA, Doubleday \$2.00
- Morley—DONKEY JOHN OF THE TOY VALLEY (Tyrol), McClurg \$1.50
- Morse—CHANG OF THE SIAMESE JUNGLE, Dutton \$2.00
- Mukerji—GAY NECK (India and France), Dutton \$2.00
- HARI THE JUNGLE LAD (India), Dutton \$2.00
- Schultz—WITH THE INDIANS IN THE ROCKIES, Houghton, \$2.00
- Scott—IN THE ENDLESS SANDS (Sahara desert), Holt \$2.00
- Shaw—CASTLE BLAIR (Ireland), Little \$2.00
- Sienkiewicz—IN DESERT AND WILDERNESS (North Africa), Little \$2.50
- Slade—IN LAWRENCE'S BODY GUARD (Arabia), Stokes \$2.00
- Stuart—ADVENTURES OF PIANG, THE MORO JUNGLE BOY, Century \$1.75
- Tee-Van—RED HOWLING MONKEY (Indian life, South America), Macmillan \$2.00
- Tietjens—BOY OF THE DESERT (Arab life, North Africa), Coward \$2.00
- Upjohn—FRIENDS IN STRANGE GARMENTS (Various countries), Houghton \$1.75
- Wiese—CHINESE INK STICK, Doubleday \$2.00
- Heming—LIVING FOREST (Canadian Northwest), Doubleday \$2.00
- Horne—MEMOIRS OF A LONDON DOLL, Macmillan \$1.00
- Hughes—TOM BROWN'S SCHOOLDAYS, illus. by Hugh Thomson, Ginn \$1.08
- Lagerlof—WONDERFUL ADVENTURES OF NILS (Sweden), Doubleday \$2.00
- FURTHER ADVENTURES OF NILS (Sweden), Doubleday \$2.00
- Lorenzini—ADVENTURES OF PINOCCHIO, illus. by A. Mussino (Italy), Macmillan \$6.00
(Children's classics) 1.00
- Lucas—SLOWCOACH (England), Macmillan \$2.00
- Macdonald—AT THE BACK OF THE NORTH WIND (England), Macmillan \$1.00
- BILLY BARNICOAT (England—Cornwall), Dutton \$2.00
- Malot—ADVENTURES OF REMI (France), Rand \$1.75
- Martineau des Chesnez—LADY GREEN SATIN AND HER MAID ROSETTE (France), Macmillan \$1.75
- Palm—WANDA AND GRETA AT BROBY FARM (Sweden), Longmans \$2.00
- Robida—TREASURE OF CARCASSONNE (France), Longmans \$2.00
- Schram—OLAF, LOFOTEN FISHERMAN (Norway), Longmans \$2.00
- Segur—SOPHIE, THE STORY OF A BAD LITTLE GIRL (France), Knopf, \$1.75
- Siebe—KASPERLE'S ADVENTURES (Germany), Macmillan \$3.00
- SUSANNA'S AUCTION, illus. by Boutet de Monvel (France), Macmillan \$1.00
- Spyri—HEIDI (Switzerland), Many editions
- Zwilmeyer—WHAT HAPPENED TO INGER JOHANNE (Norway), Lothrop \$1.75

Stories Native to Other Countries

- Aarud—LISBETH LONGFROCK (Farm life, Norway) Ginn 64c
- Andersen—FAIRY TALES, tr. from the Danish by Mrs. E. V. Lucas, Dutton \$2.00
- Bazin—JUNIPER FARM (France), Macmillan \$1.75
- Beltramelli—PICCOLO POMI (Italy), Dutton \$2.00
- Bland—BASTABLE CHILDREN (England), Coward \$3.00
- Bonsels—ADVENTURES OF MARIO (German), Boni \$3.00
- Daudet—POPE'S MULE (French), Macmillan \$1.00
- Ewing—JAN OF THE WINDMILL (England), Harcourt \$2.00
- SIX TO SIXTEEN (England), Harcourt \$2.00
- Feuillet—STORY OF MR. PUNCH (France), Dutton \$2.50
- Fitinghoff—CHILDREN OF THE MOOR (Sweden) Houghton \$2.50
- Keller—FAT OF THE CAT (Switzerland), Harcourt \$3.00

Folk-lore, Legend, Hero Stories and Wonder Tales

- Arabian nights—ARABIAN NIGHTS' ENTERTAINMENTS, Many editions
- Baldwin—STORY OF SIEGFRIED, Scribner \$2.00
- STORY OF ROLAND, Scribner \$2.50
- Carrick—PICTURE TALES FROM THE RUSSIAN, Stokes \$1.25
- Casserley—MICHAEL OF IRELAND, Harper \$1.50
- Cervantes—DON QUIXOTE, trans. and abridged by Dominick Daly, Macmillan \$1.00
- Chrisman—SHEN OF THE SEA (China), Dutton \$2.00
- Colum—CHILDREN OF ODIN, Macmillan \$2.25
- Clement—ONCE IN FRANCE, Doubleday \$2.00
- Coatsworth—CAT WHO WENT TO HEAVEN (Japan), Macmillan \$2.00
- Dombrowski—ABDALLAH AND THE DONKEY (Turkey), Macmillan \$2.00
- Dorey—THREE AND THE MOON; legendary stories of old Brittany, Normandy and Provence, Knopf \$3.50

Fillmore—CZECHOSLOVAK FAIRY TALES, Harcourt \$2.25

FILLMORE FOLK TALES, selected by W. Harper (Yugoslavia and Finland), Harcourt \$1.50

Finger—TALES FROM SILVER LANDS (South America), Doubleday \$2.50

Firdausi—EPIC OF KINGS; hero tales of ancient Persia, retold by H. Zimmern, Macmillan \$2.50

French—STORY OF ROLF AND THE VIKING'S BOW, Little \$2.00

Howes—LONG BRIGHT LAND; fairy tales from southern seas (Maori), Little \$2.50

Hudson—LITTLE BOY LOST (South America), Knopf \$1.25

Lobagola—FOLK TALES OF A SAVAGE (West Africa), Knopf, \$2.00

McNeer and Ward—PRINCE BANTAM (Japan), Macmillan \$2.50

Mabinogion—ISLAND OF THE MIGHTY, by Padraic Colum, Macmillan \$2.25

Malory—BOYS' KING ARTHUR, edited by Sidney Lanier, Scribner \$2.50

Mason—WEE MEN OF BALLYWOODEN (Ireland), Doubleday \$3.50

Mukerji—HINDU FABLES FOR LITTLE CHILDREN, Dutton \$1.75

RAMA THE HERO OF INDIA, Dutton \$2.50

Nemcova—SHEPHERD AND THE DRAGON; fairy tales from the Czech, McBride \$2.50

O'Connor—THERE WERE GIANTS IN THOSE DAYS (Celtic), Stokes \$2.00

Pyle—MERRY ADVENTURES OF ROBIN HOOD, Scribner \$3.50

Ozaki—JAPANESE FAIRY BOOK, Dutton \$3.00

Steel—TALES OF THE PUNJAB, Macmillan \$2.00

Tietjens—ROMANCE OF ANTAR (Arabia), Coward \$2.50

Historical Fiction

Adams—MOUNTAINS ARE FREE (Switzerland; William Tell), Dutton \$2.50

Adams—RED CAPS AND LILIES (France; Revolution), Macmillan \$2.00

Bennett—MASTER SKYLARK (Elizabethan England), Century \$2.00

Capuana—NIMBLE-LEGS (Italy; Garibaldi), Longmans \$1.50

Cotes—STORY OF SONNY SAHIB (Northern India; Massacre of Cawnpore and later), Appleton \$1.75

Dix—MERRYLIPS (England; Civil war), Macmillan \$2.00

Gray—MEGGY MACINTOSH (Scotland and America; Flora Macdonald), Doubleday \$2.00

Hewes—SWORDS ON THE SEA (Venice; development of commerce), Knopf \$2.50

SPICE AND THE DEVIL'S CAVE (Portugal; Vasco de Gama), Knopf, \$2.50

Kelly—TRUMPETER OF KRAKOW (Fifteenth century Poland), Macmillan \$2.50

Lide and Johansen—OOD-LE-UK, THE WANDERER (Alaska and Siberia before the white men), Little \$2.00

Lowmsberry—BOY KNIGHT OF REIMS (France; building of Rheims cathedral; Joan of Arc), Houghton \$2.50

Pyle—OTTO OF THE SILVER HAND (Germany), Scribner \$2.50

MEN OF IRON (England; chivalry), Harper \$2.00

Seaman—JACQUELINE OF THE CARRIER PIGEONS (Holland; siege of Leyden), Macmillan \$1.50

WHEN A COBBLER RULED THE KING (France; Revolution), Macmillan \$1.75

Snedeker—THERAS AND HIS TOWN (Ancient Greece), Doubleday \$2.00

Steel—ADVENTURES OF AKBAR (Sixteenth century India), Stokes \$2.00

Sterne—LOUD SING CUCKOO (Chaucer's England), Duffield \$2.00

Stein—GABRIEL AND THE HOUR BOOK (Sixteenth century France; copying and illumination of manuscripts), Page \$1.65

Yonge—LITTLE DUKE (Feudal Normandy), Duffield \$2.50

History

Grierson—TALES OF SCOTTISH KEEPS AND CASTLES, Macmillan \$2.25

Hall—BURIED CITIES, Macmillan \$2.00

Hillyer—CHILD'S HISTORY OF THE WORLD, Century \$3.50

Stuart—BOY THROUGH THE AGES, Doubleday \$3.00

Van Loon—STORY OF MANKIND, Liveright \$2.50

Famous Men and Women

Bridges—HERO STORIES OF MODERN ADVENTURE, Little \$2.00

Cather—BOYHOOD STORIES OF FAMOUS MEN, Century \$2.00

Conway—CHILDREN'S BOOK OF ART, Macmillan, \$2.50

Eaton—DAUGHTER OF THE SEINE (Madame Roland), Harper \$2.50

Ferris—WHEN I WAS A GIRL; the stories of five famous women as told by themselves, Macmillan \$2.50

Jewett—GOD'S TROUBADOUR (St. Francis of Assisi), Crowell \$2.00

Partridge—AMUNDSEN, THE SPLENDID NORSEMAN, Stokes \$2.50

Williams—MEN WHO FOUND OUT, Coward \$2.00

Two Worthwhile Sayings

PROF. SIR JOHN ADAMS

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IN connection with the teaching of English in schools there are two sayings so wise that they deserve to become slogans among teachers. If ever a general creed is drawn up for those who teach our mother tongue these two should rank among the most important articles.

The first stands to the credit of Dr. George Sampson who was a member of a committee appointed some years ago by the English Board of Education to consider and report upon the teaching of English in schools. The Report is a very valuable one, worthy of careful consideration by all teachers of this subject. But what concerns us here is one saying originating with Dr. Sampson: "Every teacher in English is a teacher of English". Here we have the *magna carta* of you teachers of English. In the past there has been a certain antagonism between you and the teachers of all the other subjects of the curriculum. Suppose we call these other teachers subject-teachers to mark them off from you who may be called for short English-teachers, then it may be said that the subject-teachers have had a tendency to turn you English-teachers into a sort of educational "Gideonites." You remember from your Bibles that the Gideonites were turned into hewers of wood and drawers of water. Rightly you resented and resisted the attempt to impose this humble status upon you. There was a childlike simplicity about a suggestion that the subject-teachers should mark their own exercise books in respect of subject matter, and then hand them over to you to be dealt with from the point of view of English. Dr. Sampson's saying presents matters in an entirely new light, and enables you to offer to the subject-teachers an honourable partnership. Whether they will or no,

they and you are already partners, and all that you want from them is a recognition of their responsibility in the matter. Obviously the new status does not mean that the subject-teachers should undertake any specific instruction in English. All that is asked of them is that they shall acknowledge it to be their duty to call attention to all errors of their pupils in English, whether spoken or written, but especially written, and urge them to improvement. The very fact that every teacher in the school demands good English will have an enormous influence in establishing in the youngsters' minds a sense of the importance of clear and accurate expression. So long as the subject-teacher took up the attitude, "Give me good physics (or history, or economics, or geography or what not), and I care not for your spelling and syntax and figures of speech. Let the English teachers see to them," the Gideonite status was being forced upon the English teachers. But with the changing point of view the whole faculty must take a hand in regulating the way in which the pupils express themselves.

The subject-teachers may not unnaturally ask if this newly recognized partnership is to be one sided, and all the co-operative work come from them. In the nature of things the only answer to be given to this slightly sarcastic question is a modified *Yes*. But there is no unfairness in the demand that the subject-teachers should take their fair share in the education of the pupil as a whole. After all, the business of the school is not merely to impart a certain amount of knowledge, but to educate the pupil. As Montaigne said, we are not training a mind or a body, but a man. The physicist is responsible not merely for the sort of physicist he produces but also for

the sort of human being. The pupil's power of expression is the business of every member of the school faculty. The French integralists are now emphasising this view of the organic unity of the whole school process, and calling on the subject teachers to play their part in training the pupils in their power of expression.

But we must keep our sympathy in good working order when dealing with the subject-teachers, and see if we cannot do something active in our partnership with them. Fortunately we here get some help from the second of the two slogans I had in mind when I set out. This time I cannot give the name of the first enunciator of the principle. It occurs somewhere in P. A. Barnett's *TEACHING AND ORGANIZATION*, which is not within my reach just now. All I can do, therefore, is to lift my hat to the unknown author, and quote his saying: "There is all the difference in the world between having to say something, and having something to say." In the bad old days of rule-of-thumb teaching, when schoolmasters taught by the light of nature, or under the slogan that they were "teachers by the Grace of God," youngsters were required to produce essays on subjects quite beyond their powers. Could anything educational be more pathetic than the account John Locke gives us of the younger boys at the schools of his day wandering about among their bigger fellows with the harrowing appeal "Pray give me some sense," which turned into modern English would read: "Do give me some matter to write up into an essay."

This "sense" for which the seventeenth century minors pled, is still somewhat difficult to get. There is material enough and to spare, but the difficulty is to get the right kind for the pupils in question. The truth is that the incidence of trouble has changed from the pupil to the teacher, who now finds considerable difficulty in getting just the sort of subject that will satisfy the conditions that psychology lays down. It is here that the new partnership may come into useful operation. At first sight the proposal has the look of

turning the tables on the subject teachers by inverting their previous offer and asking them to do part of the English-teachers work: but it is not so bad as that, though it is a real offer of definite co-operation. Since the English teacher is often at his wits' end to find suitable subjects, why should he not fall back upon the subject teacher's material? At this point the subject teacher is inclined to smile in just a slightly superior way, and wonder how the English teacher would fare among the technicalities of the various special subjects of the curriculum.

But when we examine the situation in cold blood the case of the English-teacher is not altogether desperate. No doubt there are wide areas in the advanced regions of the various school subject that are quite unsuited for descriptive, argumentative, narrative or other treatment that falls within the English teacher's range. But on the other hand there are certain kinds of written work given in other than English classes that lend themselves perfectly to the needs of the English-teacher. To be sure points would not infrequently arise in which the English teacher would be in doubt about matters of fact. This would mean an occasional reference to the subject teacher concerned. But this, so far from being a disadvantage, would really be an argument in favour of this partnership that Dr. Sampson and the integralists are pressing on us. If the English teacher drops in on the subject teacher and asks him "Pray give me some sense," in the Lockian meaning of the term, the interview will be all to the good. If by and by when the papers have been written there is need for further consultation, the second interview will further improve the interaction between the two teachers. Each will find his self-respect increased by his gentle superiority complex in certain directions, and his suspicion and slight tendency to superciliousness diminished in others.

The intergralists are hungering after just such a drawing together of the school faculty members. Lavisé, former Recteur of *L'Ecole Normale Supérieure* of Paris, gives an ideal

of integralism in a rather hopeless way:

"We shall be educators on the day on which, each of us having before the mind the whole successive development of the pupil, we shall be all and each so to speak the same master, the perpetual master of that pupil."

This obviously means that the goal of integralism is to mould the whole faculty into one personality which can be applied as a spirit of collective unity upon each pupil. In its full meaning this ideal is unattainable, but like other ideals it may be approached, though never actually reached. By the co-operation suggested above we have at our disposal a welding force moving towards a unification of the interests of all the members of the faculty.

Up till now the subjects which the faculty teaches have worked rather as disintegrating

than integrating forces. I like to use De Quincy's word *docendum* to represent the matter to be taught. Up till now the *docendum* has acted as a wedge splitting up the faculty into groups. Now since English is being gradually recognized as a common element in all the groups that make up the general *docendum*, there is a chance of its acting as a unifier. If the English teachers make common cause with the subject-teachers in using parts of the general *docendum* there will be a common rallying point where all the faculty members come in contact with one another in dealing with matters of general interest. I can see the danger of conflict of opinion at various points, but this would occur in the individual sphere, and would not affect the big broad field of school partnership.



Courtesy, F. A. Stokes.
FROM SOMETIMES JENNY WREN. By Ada Claire Darby. Illustrated by Grace Gilkison.



When Books Come to Life

AGNES CUNDERSON

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Laramie, Wyoming

Courtesy, Harper Brothers
FROM *LITTLE HENRY AND THE TIGER*.
By Felicite Le Fevre.

OF THE various activities of the second grade during Children's Book Week, the book parade was enjoyed more than any other.

Plans for the parade were developed after the children had made book posters, with crayons or paper cuttings, of some of their favorite books and stories. This in itself the children found delightful. But besides the pleasure of making the posters, there was an additional interest in advertising or bringing to the notice of other children some of the stories the grade particularly enjoyed. Among others, posters were made for the following books:

WINNIE-THE-POOH

HOW THE CAMEL GOT HIS HUMP

THE HOUSE AT POOH CORNER

THE ELEPHANT'S CHILD

POPPY SEED CAKES

BUNNY COTTONTAIL

ALICE IN WONDERLAND

WYNKEN, BLYNKEN, AND NOD

PETER RABBITT

THE THREE BEARS

When the posters were completed and put up in the room, the children were asked if they would like to take the part of characters in different books and have a book parade that week. They were enthusiastic about it, and discussed the books to include in the parade, the characters they would be, the kind of costumes to wear, the information they should give about the books, and the time and route of the parade. A few of the books chosen for the parade were:

THE GINGERBREAD BOY

POPPY SEED CAKES

LITTLE BLACK SAMBO

THE STORY OF DR. DOLITTLE

HANSEL AND GRETEL

THE DUTCH TWINS

WINNIE-THE-POOH

The children made up their own talks. Some wanted to tell riddles for the audience to guess; others gave a few sentences to advertise the book or story they represented.

The following are illustrative:

A little girl dressed as an old woman entered, carrying a candle. "I live in a wee house. One night I heard a noise. I got out of my wee bed, lighted my wee candle, crept down my wee stairs, I looked into my cupboard. Out jumped 'Boo!' Who am I?"

A little girl carrying a large bottle on which were the words "Drink Me," told her audience,

"I went down the rabbit hole.

I found this bottle.

Who am I?"

A little boy wore a long overcoat and a high hat. He introduced himself.

"I am Dr. Dolittle.

I am going to Africa to cure the sick monkeys."

A little girl and a little boy came in.

The boy said, I am Nutcracker."

The girl said,

"I am Sugardolly

I shall dance for you."

After her dance Nutcracker said, "You can read about us in MY BOOKHOUSE.

The 'parade' went from grade to grade and was joyously received. The older children were pleased to meet again their old friends, Little Black Sambo, Dr. Dolittle, Alice, and

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What Children Do When They Read

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(Continued from September)

Reveries During Reading

THE presence of reveries as spontaneous accompaniments of reading is attested by everyone who reads widely and understands what he reads. These reveries or irregular trains of thought are, from many points of view, good, bad, and indifferent. At times the reverie is definitely sought by the reader as an escape from the less desirable humdrum of his workaday world. At times one avoids the facing of one's own problems or the realities of life by allowing what is read to serve as a means for conjuring up an unreal existence. At still other times the reader may indulge any of his possible desires by reading an account of someone else who either indulged or repressed his desires. Reveries ranging from the most commendable to the most fiendish are thus nurtured if not stimulated by reading.

As a consequence of the intimate character of reverie, many reveries will not be divulged without the establishment of complete confidence between the person who has experienced the reverie and the person to whom he is reporting. So adept are intelligent human beings that many of them can conceal their reveries from all except the most astute observers and psychoanalysts. Even when the presence of reverie is revealed by emotional expressions, the sophisticated person is unlikely to reveal the exact nature of his reverie.¹

The presence of typical patterns of emotional response while persons read indicates

clearly, however, one of the sources of reverie; namely, the suggestion which leads to an emotional response. The pupil responds to each reading according to a combination of at least three sets of circumstances: (1) the reading material; (2) the general external conditions during the reading; and (3) the pupil's maturity and emotional status at the time. Well-meaning persons have attempted to stifle undesired reverie by attending only to the material read, neglecting the potency of the other two partners in crime—the general conditions and the reader. If one were to follow the teachings of science in this case, one would study first the child, next the general conditions, and finally the material to be read. Shakespeare gave the cue to the whole affair in *LOVE'S LABOUR'S LOST* when he said the "jest's prosperity" depends upon the one who hears. This procedure would, however, require intelligent study of the pupil and painstaking control of the conditions under which the child is to read. It would require the teacher to recognize that pupils are active and sensitive, ready to be set aflame like prairie grass if the right—or wrong—kindling is applied. It would require teachers to recognize that pupils, like adults, can not respond in a desired manner to reading if classroom conditions, for example, are unfavorable for the arousal and nurture of a desired response.

Types of desirable reverie include, first, that which proceeds as a reader follows the suggestions of a poem or other highly symbolic material. Much literature of the kind probably grows out of reverie and leads naturally to further reverie by the intelligent reader. Such reveries, though frequently based upon incorrect interpretations, are

1 Cf. Carney Landis's findings in *THE FOUNDATION OF EXPERIMENTAL PSYCHOLOGY*, Carl Murchison, editor. Clark University Press, 1929. Chapter 13. Except for the three general patterns of facial expression for surprise, joy, and depression, the particular character of visible emotional expression takes a different pattern for each individual (pp. 500 and 510).

probably desired by many teachers. Written reports of pupils upon their first reactions to "The Chambered Nautilus" show that this poem, for example, sometimes arouses pious, moralistic trains of thought which are desired by many educators, even though the thoughts grow out of misinterpretations. The same poem, like "The First Snowfall," starts able pupils upon such reveries as the authors of the poems may have had.

Second, there is the following of suggestions from somewhat simpler passages that are read "just for fun." Such a case is that of a reader who, when reading Lucretia Hale's "The Woman Who Put Salt in Her Coffee," began, according to his report, to chuckle about the man who put cream and sugar in his bouillon. This in turn led to further chuckling about the "bashful man" who, in his confusion, mistook the tablecloth for his handkerchief and tried to pocket it.

Third, there is the reverie which leads, by way of former readings or experiences, to suggestions which can be used in the solution of knotty problems or as the basis for serious conversation or writing. An example of such reverie was provided by a seventh-grade pupil who, while reading an account of "early transportation" in America, began, unexpectedly she said, to speculate about "Benjamin Franklin on Superior Bridge," in Cleveland. This reverie was the beginning of a serious attempt to discover how much explanation would be needed to enable Franklin to understand present-day traffic conditions if he should come to a modern city.

A consideration of reverie during reading indicates that, if the pupil, the conditions of reading, and the material read conform with desired educational results or aims, pupils may properly indulge in reverie. Such reverie will then supplant at times less desirable reverie. Desirable reverie seems to lead not only to fruitful suggestions for work, but also to favorable attitudes toward moral issues. The persistence of certain reveries in pathological cases which have been analyzed indicates the possibilities of making positive uses

of reverie by carefully planning the conditions of reading.

Putting Oneself Into What Is Read

One of the measures of proficiency in reading is in terms of the reader's ability to put himself into what is read.² Just how this ability is to be estimated or measured has never been made plain, because there is seldom a definite notion of what is meant by this ability and because its measurement would be difficult even if the problem were well understood. There is, however, a widespread conviction that the reader should lose himself at times in the material which he reads, and that he should adopt the point of view which the author held when writing the material. This section will be devoted to an examination of certain limitations and values of this conviction.

School policies determine the use that is to be made of the ability of the reader to put himself into what he reads. If the policy of a school is to allow the pupil to read only such materials as have been thoroughly censored, there is no doubt in the minds of that school's officials that all pupils should submerge themselves in what is read and uncritically adopt as rapidly as possible the views set forth. In such uncritical reading, pupils are soothingly stifled, and only the passive take their reading seriously. Fortunately such a policy of indoctrination contains its own antidote—many pupils revolt and refuse to read such censored materials except under compulsion. They may, of course, read other materials clandestinely! If, however, the policy of a school is to spur the pupil to read materials which have been selected partly because they present problematic situations, there is implied a belief that the school's officials desire the pupil to adopt a view only after critical study of it. In such critical reading pupils are stimulated to put themselves into what is read only to compare points of view and to accept or re-

² An excellent and readable account of this process, *empathy*, is contained in *THE NATURE OF POETIC LITERATURE* by Louis P. De Vries, Chapter II. University of Washington Press, 1930.

ject an author's view after an analysis of it. This policy of critical analysis carries its own reward—pupils accept the challenge to exploration by reading and their curiosity impels them to further reading. Pupils who read in this critical fashion tend to reject what is palpably wrong and to accept a new point of view when the evidence seems to warrant such acceptance. In this way an author's point of view is discovered and considered. This process enables the reader to obtain counsel from what he reads; at times he will be chastened by such counsel, while at other times he will be impelled onward to what appears to be more effective conduct than he has formerly shown.

In order to put oneself into what is read one must use certain techniques of reading. First, one must understand the usual meaning of the words in the passage read. Second, one must often discover whether or not an author has employed the words in their usual meanings or has intended the words to bear meanings that will be understood by only an inner circle of intelligent friends. Closely related to the ability to follow the intended meanings of words is a third technique of this sort. This technique is commonly known as the ability to read between the lines. All three of these abilities, the understanding of the usual and the unusual meanings of words, and reading between the lines, are necessary for reading of both factual and fanciful materials.

The acceptance of an author's mood while one reads has the same types of limitations and values as the acceptance of a writer's views. Acceptance or rejection will depend upon the mood portrayed. The reader will, however, often desire that an author's mood will be fit for his own mood or that a selection will elicit a more desirable mood than the one which the reader already possesses. Story-tellers assert that this search for a desired mood begins long before children read, and it ordinarily continues throughout adult life.

Obviously, this aspect of reading is sub-

ject to the same general principles as reverie. If a mood is likely to lead to pathological or curative consequences, its encouragement or discouragement should be dealt with accordingly. If a child is habitually gloomy or overserious, one may at least question the wisdom of fostering the tendency by moods which reading is likely to arouse; and, conversely, if a child is lacking in seriousness, one may hesitate to prescribe for him materials which are unlikely to arouse serious moods in a gripping manner. Until more is known of children and the permanent effects of emotional conditions, one may well practice moderation in such matters by attempting to provide a variety of wholesome reading experiences.

A slightly different experience is undergone by children when they allow their authors to take them upon long geographical excursions or into byways which they would ordinarily miss. Such vicarious experience through an author's writings is a part of the daily life of children. It extends far beyond the classes in reading and literature and includes much of the reading conducted in other departments of learning and in the library.

As a means of enriching the experience of children, vicarious activity of this sort is recognized as one of the most potent and comprehensive. No field of exploration or discovery has been missed by writers who prepare materials for children, and the range of the emotional effects stirred by these readings extends from the ludicrous to the melancholy and from the trivial to the profound.

Rereading for Accuracy, Suggestions, or Reliving

Much of the reading in schools consists of rereading for one or more of the purposes named in the heading of this paragraph. Rereading for accuracy arises in several different types of occasions. Buswell and Judd describe this activity in some detail. The pupil may read a passage first to obtain a general idea of it, second, to fix his attention more definitely upon what seem to be the

principle points and third, to find the proper relationships among those points. In much arithmetic reading a somewhat different situation arises. For example, pupils frequently make their own uses of different parts of a problem and also use parts of the problem which are irrelevant so far as obtaining a correct solution is concerned. A pupil when confronted with the following problem used one term which was inserted merely as descriptive and not as a part of the problem to which the pupil should have directed his attention. The problem is as follows:

A man in Detroit left \$2000 with his banker to invest in 4 per cent bonds. The banker's rate of commission was one-half of 1 per cent. What did the man owe the banker after the two \$1000 bonds were bought at par?

A pupil promptly replied, "Eighty dollars." In this case obviously the pupil needed to reread the problem to find out the exact conditions of it. Another type of rereading for accuracy is described in Hugh Walpole's *JEREMY*. In this instance Jeremy's sister was attempting to read orally to him when she encountered the word *ship*. The sister misread it as *sheep*. Consequently, Jeremy scorned still more than formerly his sister's pitiful attempts at reading. She then went back to the line and cleared up the difficulty.

Rereading is necessary also for review. At times rereading is necessary to enable the reader to prepare an adequate gist or summary. At other times it is necessary for purposes of interpretation or reorganization. There are, however, instances on record in which review has not aided pupils in clearing up difficulties. For example, in a case of technically difficult materials, as materials in foreign languages, the rereading may only increase the difficulty and misinterpretation. Henry Johnson, in his book entitled *TEACHING OF HISTORY IN ELEMENTARY AND SECONDARY SCHOOLS*,³ has offered excellent suggestions for the reading not only of history but

also of materials in other school subjects.

Rereading is frequently conducted for the purpose of obtaining suggestions which can be used in other ways. Such reading frequently occurs in adult life when the reader believes that a book or passage which he has formerly read contains something that will either be of direct or indirect aid to him in clearing up some difficulty or making a suggestion which he can carry out in some way that he chooses. Rereading of this kind is closely related to that which is done for the purpose of reliving some experiences which have previously been engaged in either directly or vicariously. Adults as well as children employ this kind of rereading frequently. When, for example, children and adults are engaged in discussion of much of children's literature both seem to be participating in the process of reliving their own experiences, as they have formerly read the accounts of Robinson Crusoe, the Three Bears, and other interesting stories. In the reading of the little story of Cosette, children have reported that their chief interest in this consists of reliving this selection as Cosette herself lived it.

Reading for Practice and Skills

Each of the foregoing forms of reading is frequently carried on in connection with lessons that are planned definitely to improve pupils' proficiency in reading. Only a few points need to be added here. Investigations of the value of various kinds of drill have recently emphasized the great importance of providing drill which is specifically valuable for the individual who practices. While it is possible for everyone to improve himself in general ways, such specific practice yields much greater returns for the time available. Another point that has been emphasized in recent studies deals with the varying qualities among a reader's skills as he reads different kinds of materials or the same kind of material for different purposes.

Few if any pupils or adults attain their maximum efficiency in reading. The attainment of "norms" does not indicate a pupil's

³ Pp. 308-310.

possibilities. After the scores are recorded and pupils know their strong points and weaknesses in each fundamental process at a given time, the time has arrived for diagnosis and further improvement. In general, one may say that all pupils should, then, improve themselves in all the desirable processes of reading. In addition, one should note that certain pupils will continue to be grossly deficient unless they improve themselves in specific ways. The determination of these *instructional* values of measurement and the provision of suitable subsequent practice for further improvement, constitute by far the most important and interesting discoveries the measurement program. But this portion of the program is an arduous one. Only those teachers who possess analytical power and who know how to find and use suitable materials can meet these demands. Resourceful teach-

ers present "challenges" to their pupils. Here is a challenge for teachers—one which has seldom failed to improve both pupils and teachers!

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WHEN BOOKS COME TO LIFE

(Continued from page 188)

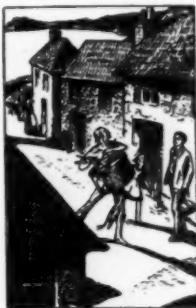
others; while the first graders were quite proud of their ability to recognize the Wee Wee Woman, Peter Rabbit, and the Gingerbread Boy.

After the parade the children dramatized the story, "Some Strange Guests" from Book One, *CHILDREN'S OWN READERS* by Pennell and Cusack. This story seemed especially appropriate for Book Week for it shows what a little girl missed because she did not want

to read.

This unit of work has been an effective means of achieving to some degree the aim of Children's Book Week—"Encourage more reading of good books." Alice in Wonderland, Peter Rabbit, and Dr. Dolittle seemed more real to the children after they had seen them played and those who had not previously read these books showed a greater desire to read them and other worth-while books.

FROM THE MYSTERY
CROSS
By Gunby Hadath



Courtesy
F. A. Stokes

Building a Language-Composition Curriculum in the Elementary School

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IV PUTTING THE CURRICULUM TO THE TEST

CURRICULA, newly constructed or recently revised, are best validated by an experimental tryout. Only thus can the curriculum-maker be assured that the content and activities are appropriate to the pupils' interest and abilities and strongly contributory to the objectives set up for the course. This paper is a report of procedures and outcomes in trying out language-composition.

In the first article of this series, the principles of curriculum-making in the field of language-composition were itemized. All the units comprised in the new fourth grade language course have consistently emphasized two of these principles, which have been derived from recommendations and progressive tendencies mentioned in Lyman's *SUMMARY OF INVESTIGATIONS RELATING TO GRAMMAR LANGUAGE, AND COMPOSITION* (pp. 12 and 44). These are: (1) The curriculum builder in the language-composition field should take advantage of expressional situations which may arise in other subjects; he should suggest projects that will utilize these situations. (2) Drill periods should be entirely separate from those devoted to expression. A prime motive in investigating the value of the present language-composition curriculum has been to make a practical tryout of the plan of having no separate daily language period, making language instead a part of every lesson with drill on language skills in a separate period as need may arise.

Before constructing the units, the writer had outlined the principles of curriculum-construction which were to guide the building of the units and had objectively determined the language aims to which these units should contribute. As long as the tryout of the units

was to be in the hands of several teachers who were, in addition to testing the ready-made units, to be responsible for suggesting and organizing supplementary units, these teachers were thoroughly instructed as to the nature and purposes of the experiment. The check lists of principles and objectives were put into their hands. In conference, it was decided that the tryout should center about the following problems: (1) Are the activities in these units appropriate to the interests and abilities of our fourth-graders? (2) Do the activities contribute strongly and consistently to the objectives set up for fourth grade language? (3) Can the separate daily language period be eliminated, as planned in these units, and the pupils still gain adequate mastery of language skill? (4) Will this incidental all-day-long training in language skills and expressional abilities, with separate drill periods for language needs when necessary, "get language facts across" and carry over into out-of-school practice more than does the conventional instruction in an isolated daily language-composition period?

Much preliminary preparation for the experiment was necessary before introducing any of the language units into the classroom. The teaching in our fourth grade is done by student teachers, the personnel changing each hour. Copies of the various units were put into their hands so that they might know the objectives in language-composition that dominated the unit being tried out at any certain time. A schedule for group conferences was made so that the student teachers' efforts might continuously be co-ordinated. The daily program of classes was made flexible so that the period for any content subject

might be lengthened at the time when its expressional situations were being utilized in a language unit, thus allowing opportunities for extended expression without robbing the content subject of time needed for mastery of facts and solution of problems. All the critics of the Elementary Training School had previously met and arbitrarily assigned certain language skills for mastery in each of the grades. This check list of skills was made available to all the student teachers so that each might, in the daily lessons, insist on correct practice along these lines and be alert for situations which call for such practice. The pupils' needs were to be reported to the critic who would then take charge of necessary drill in a general period set apart for practice in any of the subjects of the curriculum.

The first stage of the experiment was the taking of a thorough inventory of the pupils' language abilities and needs. Stenographic reports of the pupils' conversation and discussions in the various subjects were taken. Thus such matters as sentence structure, correct usage, or organization of ideas could be studied objectively. A rating scale for voice, posture, articulation, sentence structure, organization, vocabulary, various phases of usage, and the like was constructed and used by all the teachers involved in the experiment. The chart was modeled on that presented in McGregor's *SUPERVISED STUDY IN ENGLISH*, p. 18. Thus the types of language usage were listed along the top of the chart, and the pupils' names down the left side. Tabulations then showed both individual and group difficulties. Written reports by the pupils were analyzed and rated. All such measurements were made unobtrusively in expressional situations kept as natural as possible. The results of the inventory were charted so that the abilities and needs of each individual and of the class were made evident. Upon the basis of these data, the teachers could decide what phases of language-composition might need immediate drill in the general drill period, and more particularly which of the suggested

activities in the various units might best be chosen if the pupils were to grow where growth most was needed.

Upon the conclusion of the inventory, the first language-composition unit was introduced in the nature study period. The pupils had, in the summer term preceding, enjoyed an aquarium which had been lent to them. Therefore the curriculum-maker had taken advantage of this interest and had organized a unit which involved the pupils' planning and executing the construction and care of an aquarium. Many expressional situations were involved that called for activities that would contribute to the attainment of the year's language objectives. Some typical activities were: formulating and organizing questions to guide interviews and reading; having committee reports explaining matters of diet and of sanitation; deciding, organizing, writing and posting directions for the care of aquarium. These activities brought into evidence the following "functional centers": conversation, group discussion, reports, directions and explanations, and letter-writing. The objectives that were most emphasized were clearcut and meaningful expression, orderly sequence of ideas, modulated voice, distinct articulation, poise and clear thinking.

Only one unit was tried out at the time. This meant the teaching of the content subjects in blocks, so that there might be two or three weeks of hygiene instruction, followed by a similar period of nature study. Subjects as basic as history and geography were taught daily, the class period for either being temporarily lengthened when a language-composition unit was incorporated as a part of the subject. The titles of typical units which the student teachers either made or adapted from those provided as sample units were setting up and caring for an aquarium, Wyoming birds, stories of the stars, experiences of pioneer residents of Laramie, the foods we should eat, and the elementary news bulletin.

The separate drill period was used for individualized and group instruction in

specific language skills after the pupils had become aware of deficiencies and needs. Such matters as correct usage, correct manuscript form, dictionary training, simple outlining, and breath control were handled at this time. When an understanding of some skill was being developed, the period might be quite long, but generally about five minutes of practice three times a week took care of the language drills.

The teachers planned definitely to build up the skills and abilities involved in adequate expression in the lessons devoted to the content subjects. The teachers acted as models in such phases as (1) agreeable voice, (2) poise, (3) posture (4) rich vocabulary (5) correct usage, and (6) sentence structure. Many of these same abilities "came of themselves uncalled for" because of the audience situation that constantly prevailed, thus calling upon each pupil to think clearly and to express his thoughts efficiently. Incidental comments on expression well done also contributed to improvement. After certain skills had been given separate practice, it was felt appropriate, in the content lessons, to set up informal standards and to encourage self-appraisal, particularly in lessons given over to prepared discussion and reports.

At the midterm, two experienced supervisors were asked to come in and rate the pupils in the various phases of oral expression. This practice obviated the teacher's losing sight of necessary objectives because of having become accustomed to the pupils' peculiar deficiencies and possibilities. This constituted an additional part of the inventory that was in constant process. At the close of the four-month experimental period, a thorough inventory was taken to show the progress of the pupils.

The specific results of this experiment in making language-teaching a part of the instruction in other subjects were reported by the supervisor in charge to be as follows:

1. The development of a language conscience, as shown by spontaneous correction of faults.
2. No evidence of distaste for certain phases of language as had been evident in previous years.
3. Consistent improvement, after the procedure "test, teach, test," in
 - a. Posture
 - b. Poise (if poor at beginning)
 - c. Fluency
 - d. Mastery of content before trying to express.
 - e. Organized thinking expressed in orderly sequence.
 - f. Functional centers: conversation, discussion, reports on interviews and reading, conversation, and letter-writing.
4. Development of personality traits
 - a. Dependability
 - b. Consideration for others
 - c. Courtesy, especially in non-interruption during conversation and general discussion.
 - d. Judgment, especially in evaluating historical statements.
 - f. More extensive information which was more thoroughly mastered.

The results in general may be summarized in terms of the questions about which the investigation centered. (1) Some activities which are itemized in the units will be discarded as inappropriate to the abilities and needs of our fourth graders. Most of the activities will be retained. (2) A few of activities were found to be uneconomical and will be discarded in favor of others that give more emphasis to "functional centers" and develop more directly the specific abilities for which the pupils have shown need. (3) Though the comparison between teaching of language in the conventional separate period and the "combined-period" teaching is necessarily impressionistic, we have decided that language can most effectively be taught in our school as a part of the lessons in other subjects. In fact, we had planned to carry on the "combined-period" teaching only until Christmas but, at the request of the supervisor in charge, have definitely abandoned the

Individualization of Grammar in the Intermediate Grades

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(Continued from September)

LESSON H. REVIEW

I. Explanation

This lesson gives you an opportunity to practice more on the points which have been covered by the lessons in this unit. It should help you make sure that you understand all these points. If at any time you do not understand what you should do, turn first to the lesson which covers that particular point, study it again, and then see if you can do this exercise correctly. If you do not understand even after you have studied the lesson again, or if you think that none of the lessons in the unit will help you with your trouble, ask your teacher what you should do.

II. Practice Exercises

Part A: Re-write the following sentences in your notebook correctly.

1. I shall go first to the holcomb library; then i shall cross woodward avenue and go to the peoples state bank.
2. those animals live near the arctic circle.
3. is dr. hewett a surgeon at harper hospital?
4. that lecture will be given in the detroit public library.
5. benton harbor is eighty miles north of chicago.
6. the title of my story is "lost in a desert."
7. "still sits the school house by the road, a ragged beggar sunning, around it still the sumacs grow and blackberry vines are running."
8. sarah asked, "is this the seventh period?"
9. have you a bible, mr. race?
10. that summer many people visited england, france, italy, switzerland, and holland.
11. this is called dutch silver.
12. dear sir:
will you please send me "the american magazine"?
13. is this where the ohio river overflowed its banks last year?
14. have you read longfellow's "hiawatha"?
15. is the title of your theme "exploring the old log house"?
16. english, arithmetic, and history are three of my subjects this year.
17. have you ever seen colonel lindbergh?
18. which do you like better, spring or autumn?

19. The child asked "do you know where my daddy is?"

20. this man is an american; his friends are german.

Part B: Place punctuation marks where necessary in these sentences.

1. The bouquet consisted of roses sweet peas and smilax.
2. Henry T. Bailey Cora W. Stuart and Wm. P. Cadman were three of the principal speakers.
3. No the new car will not be out for several weeks.
4. Is it true Harry that you have already ordered one?
5. No boys the tournament will not be in Detroit.
6. You must have a pencil a pen a ruler and an eraser.
7. He walked to the corner bought a paper from the newsboy and returned to his home.
8. Yes George Christmas falls on Tuesday next year.
9. Memorial Day Fourth of July Labor Day and Washington's Birthday are national holidays.
10. Yes Ruth we have our tickets for that play.
11. Madame Butterfly and Carmen and Il Trovatore and La Tosca are four operas.
12. He didn't say Mr. Brown who the publisher is.
13. No boys it is too late to go to the library.
14. Did you say Marian that the exhibit is to be there until March 1?
15. New York Boston and Philadelphia are the principal cities that she will visit.
16. The boys brought several books among them The X Bar X Boys.
17. Canoes rowboats sailboats and gasoline launches were in the procession.
18. The fenders tail-light and radiator cap were all missing.
19. Yes girls I shall return the themes tomorrow.
20. Chalk that is white chalk and paper were all furnished.
21. Harry went to the library picked up "The Popular Mechanics" looked it over and found directions for making an airplane.
22. Is this your last book report Helen?
23. I have lived in Memphis Chicago and Detroit during the last five years.

24. September October and November are the autumn months.

25. He picked up the ball and threw it to his friend.

Part C: This exercise will test your ability to use correctly the capital letter, period, and comma. Write the sentences correctly in your notebook.

1. Yes i hope mr. smith that you can come to see us

2. Dr lamb will soon be here john

3. what happened in buffalo new york on may 10 1804

4. the judge asked sternly, "do you admit your guilt"?

5. helen mary ruth and eunice are studying in paris france

6. Yes I should be delighted to go with you marion

7. Try to be home Mary by 5 P M

8. the hon louis Brande will be the principal speaker.

9. He left buenos aires in may sailed along the coast brought ivories from the natives and returned to his home in september

10. Her summer address will be 326 hungerford avenue bowling green ohio

11. On tuesday june 17 1928 we left on the olympic for hamburg germany

12. Our tickets are for the matinee on saturday february 3.

13. The american magazine harper's magazine and atlantic monthly are the Magazines he reads each month

14. We are planning on going to woodhole massachusetts on wednesday march 30.

15. fords buicks chevroleets hudsons and dodges are crowded together in that field.

16. The conductor shouted "all aboard boys".

17. Do you know tom where sturgis romeo and flint are?

18. Yes class the magazine project is interesting.

19. Have you started the newspaper project Harold?

20. dr c E avery sent the note to dr donnely on wednesday august 7

21. Her brother said, "yes mary I'll send you the books."

22. Ducks geese and Turkeys were given away at the party.

23. No mr lewis the class is not ready for that

24. Did you see the tournament at rochester michigan on sunday february 12?

25. Chairs tables and desks were piled in one corner of the room.

When you have completed these sentences as well as you can, compare your work with Key H.

Are you ready for the Achievement Test on Unit II?

Key to Lesson H—Part A

1. I shall go first to the Holcomb Library; then I shall cross Woodward Avenue and go to the Peoples State Bank.

2. Those animals live near the Arctic Circle.

3. Is Dr. Hewett a surgeon at Harper Hospital?

4. That lecture will be given in the Detroit Public Library.

5. Benton Harbor is eighty miles north of Chicago.

6. The title of my story is "Lost in a Desert."

7. "Still sits the school house by the road,
A ragged beggar sunning.
Around it still the sumacs grow
And blackberry vines are running."

8. Sarah asked, "Is this the seventh period?"

9. Have you a Bible, Mr. Race?

10. That summer many people visited England, France, Italy, Switzerland, and Holland.

11. This is called Dutch Silver.

12. Dear Sir:

Will you please send me "The American Magazine"?

13. Is this where the Ohio River overflowed its banks last year?

14. Have you read Longfellow's "Hiawatha"?

15. Is the title of your theme "Exploring the Old Log House"?

16. English, arithmetic, and history are three of my subjects this year.

17. Have you ever seen Colonel Lindbergh?

18. Which do you like better, spring or autumn?

19. The child asked, "Do you know where my daddy is?"

20. This man is an American; his friends are German.

Key to Lesson H—Part B

1. The bouquet consisted of roses, sweet peas, and smilax.

2. Henry T. Bailey, Cora W. Stuart, and Wm. P. Cadman were three of the principal speakers.

3. No, the new car will not be out for several weeks.

4. Is it true, Harry, that you have already ordered one?

5. No, boys, the tournament will not be in Detroit.

6. You must have a pencil, a pen, a ruler, and an eraser.

7. He walked to the corner, bought a paper from the newsboy, and returned to his home.

8. Yes, George, Christmas falls on Tuesday next year.

9. Memorial Day, Fourth of July, Labor Day, and Washington's Birthday are national holidays.

10. Yes, Ruth, we have our tickets for that play.

11. Madame Butterfly, Carmen, Il Trovatore, and La Tosca are four operas.

12. He didn't say, Mr. Brown, who the publisher is.

13. No, boys, it is too late to go to the library.

14. Did you say, Marian, that the exhibit is to be there until March 1?

15. New York, Boston, and Philadelphia are the principal cities that she will visit.

16. The boys brought several books, among them "The X Bar X Boys".

17. Canoes, rowboats, sailboats, and gasoline launches were in the procession.

18. The fenders, tail-light, and radiator cap were all missing.

19. Yes, girls, I shall return the themes tomorrow.

20. Chalk, that is, white chalk, and paper were all furnished.

21. Harry went to the library, picked up "The Popular Mechanics," looked it over, and found directions for making an airplane.

22. Is this your last book report, Helen?

23. I have lived in Memphis, Chicago, and Detroit during the last five years.

24. September, October, and November are the autumn months.

25. He picked up the ball and threw it to his friend.

Key to Lesson H—Part C

1. Yes, I hope, Mr. Smith, that you can come to see us.

2. Dr. Lamb will soon be here, John.

3. What happened in Buffalo, New York on May 10, 1804?

4. The judge asked sternly, "Do you admit your guilt?"

5. Helen, Mary, Ruth, and Eunice are studying in Paris, France.

6. Yes, I should be delighted to go with you, Marion.

7. Try to be home, Mary, by 5 P. M.

8. The Hon. Louis Brande will be the principal speaker.

9. He left Buenos Aires in May, sailed along the coast, brought ivories from the natives, and returned to his home in September.

10. Her summer address will be 326 Hungerford Avenue, Bowling Green, Ohio.

11. On Tuesday, June 17, 1928, we left on the Olympic for Hamburg, Germany.

12. Our tickets are for the matinee on Saturday, February 3.

13. The American Magazine, Harper's Magazine, and Atlantic Monthly are the magazines he reads each month.

14. We are planning on going to Woodhole, Massachusetts on Wednesday, March 30.

15. Fords, Buicks, Chevrolets, Hudsons, and Dodges are crowded together in that field.

16. The conductor shouted, "All aboard, boys."

17. Do you know, Tom, where Sturgis, Romeo, and Flint are?

18. Yes, class, the magazine project is interesting.

19. Have you started the newspaper project, Harold?

20. Dr. C. E. Avery sent the note to Dr. Donnelly on Wednesday, August 7.

21. Her brother said, "Yes, Mary, I'll send you the books."

22. Ducks, geese, and turkeys were given away at the party.

23. No, Mr. Lewis, the class is not ready for that.

24. Did you see the tournament at Rochester, Michigan on Sunday, February 12?

25. Chairs, tables, and desks were piled in one corner of the room.

ACHIEVEMENT TEST

A. Copy these sentences putting capitals in the proper places:

- the boy went to the store after school.
- harry was in the store wednesday.
- james said, "mother sent me for some sugar, harry."
- "of all sad words of tongue or pen the saddest are these, 'it might have been'."
- we wanted to see pike's peak.
- we went on july 13, 1928.
- "the american boy" magazine comes out about the twenty-fifth.
- the boys took the mail to mr. brown.
- dear john,
will you please send me my book?
as ever,
jack
- have you ever read "huckleberry finn"?

B. Copy and insert periods in the proper places:

- Rev B W Kilmer lives in Jonesport, Ky.
- Dr C L Moody moved his offices from 1206 Washington Blvd to 13906 Woodward Ave
- Miss Helen Wadsworth came from N Mex yesterday
- Prof J H Cole is a teacher in Povidence, R I

C. Copy and insert the necessary punctuation marks:

- John Hanson the judge is wise and just.
- Where may I ask are you going?
- Stevenson a novelist of note lived in England.
- This is indeed a lonely spot
- The flag the one we all honor is red, white, and blue.

D. Copy and insert the necessary punctuation marks:

- Have you ever read Red Caps and Lilies
- Who wrote the Chambered Nautilus?

3. Up From Slavery is the autobiography of Booker T. Washington.
 4. Fireflies was the opera we saw.
 5. Did you enjoy Madame Butterfly?
- E. Copy and insert the necessary punctuation marks:
1. Yes we were there yesterday.
 2. I am sure Billy you will be pleased.
 3. No I don't think it is necessary.
 4. I am wondering if James will come.
 5. Yes we are considering the plan.
 6. I am wondering James if you will come.
 7. Mary will you please bring the book.
 8. Yes I mean that one.
- F. Copy and insert the necessary punctuation marks:
1. That fire occurred on Tuesday July 16 1908.
 2. They used to live in Lapeer Michigan.
3. We are planning to go next Saturday August 23rd.
 4. Lindbergh arrived in Paris France May 22 1927.
 5. May 6 1908 was an important date in Detroit Florida.
- G. See if you can improve these sentences:
1. While in Detroit they visited Belle Isle and Tashmoo and Bob-lo and Elizabeth park.
 2. The next day they went to the Zoo and saw the bears and the monkeys and the elephants and the zebras.
 3. The Michigan and the Paramount and the Fisher are all Kunsy theaters.
 4. The oak and the maple and the elm all stood with their branches wide-spread.
How much did you grow on Unit II?



BUILDING A LANGUAGE-COMPOSITION CURRICULUM

(Continued from page 196)

practice of having a separate language period and are constructing more units similar to those already tried out. (4) We have the definite impression that our language-teaching at present is "getting across" more effectively than in the conventional separate-period plan

of years past. We give credit to the all-day-long practice of expressional skills in audience situations, to the separation of drill from expression, and to the initiative which the pupils have manifested in carrying out the unit-projects.



Courtesy, National Association of Book Publishers.

Designed by Maud and Miska Petersham for Children's Book Week

Around the World in New Books

GENERAL

RED MAGIC. A Collection of the World's Best Fairy Tales from All Countries. Edited by Romer Wilson. Illustrated by Kay Nielsen. Harcourt, Brace, 1931. \$2.50

THE HOSTAGES, and other stories for boys and girls. By Naomi Mitchison. Illustrated by Lois Southey. Harcourt, Brace, 1931. \$2.50



Courtesy, Alfred A. Knopf
FROM MADE IN FRANCE. By Susan Smith

ROUNDAABOUT EUROPE. By Anne Merriman Peck. Illustrated by the author. Harper and Brothers, 1931. \$2.50

THE OLD NURSE'S STOCKING BASKET. By Eleanor Farjeon. Illustrated by E. Herbert Whydale. Stokes, 1931. \$1.75

THE ANCIENT WORLD

A BOOK OF ANCIENT PEOPLES. By Helen Corke. Oxford. Clarendon Press, 1931. 95c

EVERYDAY THINGS IN ARCHAIC GREECE. By Marjorie and C. H. B. Quennell. Illustrated by the authors. Putnam, 1931. \$2.50

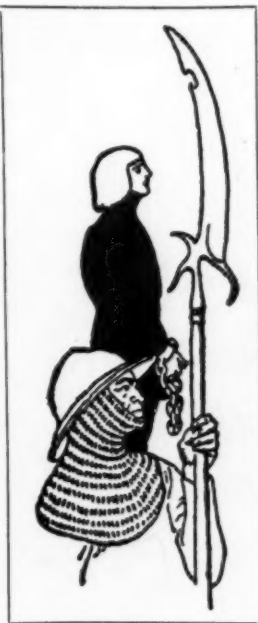
ODYSSEUS, SAGE OF GREECE. By Alan Lake Chidsey. Decorations by Lois Lenski. Minton, Balch, 1931. \$2.50

ENGLAND

ALICE AND THOMAS AND JANE. By Enid Bagnold. Illustrated by the author and Laurian Jones. Knopf, 1931.

THE GOLDEN ROAD IN ENGLISH LITERATURE from Beowulf to Bernard Shaw. By Amy Cruse. Illustrated by Honor C. Appleton. Crowell. \$3.50

THE MYSTERY CROSS. A Mystery Story for Young People. By Gunley Hadath. Illustrated by Margaret Freeman. Stokes, 1931.



Courtesy, Harper Brothers
FROM JEANNE D'ARC.
By Jeanette Eaton



Courtesy, Houghton Mifflin
FROM THREE GOOD GIANTS.
By Francois Rabelais

THE SHIRE COLT. By Zhenya and Jan Gay. Illustrated by the authors. Doubleday, Doran, 1931. \$2.00

THE STORY OF PRINCESS ELIZABETH. Told with the sanction of her parents. By Anne Ring. Illustrated. Dutton, 1931. \$2.00

IRELAND

FROM THE HORN OF THE MOON. By Arthur Mason. Illustrated by Robert Lawson. Doubleday, Doran, 1931. \$2.50

THE WEE MEN OF BALLYWOODEN. By Arthur Mason. Illustrated by Robert Lawson. Doubleday, Doran, 1930. \$2.50

GERMANY

BEETHOVEN, MASTER MUSICIAN. By Madeleine Goss. Illustrated with reproductions of Paintings and Photographs. Doubleday, Doran, 1931. \$2.50

ICELAND

THE COMING OF THE DRAGON SHIPS. By Florence McClurg Everson, and Howard Everson. Illustrated by Edgar Parin D'Aulaire. Dutton, 1931. \$2.00

SWEDEN

PETER VOYAGES. From the Swedish. Pictures by Elsa Beskow. English Verses by Rita Scherman. Knopf, 1931. \$2.00

TWO TIMES TWO IS FOUR. Adapted from the Swedish of Zacharis Topelius by Vera C. Hines. Illustrated by Katherine Dewey. Crowell, 1931. \$1.50

FRANCE

JEAN AND FANCHON. By Virginia Olcott. Illustrated by Constance Whittimore. Silver, Burdett, 1931. 80c

JOAN AND PIERRE. By May N. Mulvany-Dauteur. Illustrated by the author. Doubleday, Doran, 1931. \$2.00

JEANNE D'ARC, the Warrior Saint. Illustrated by Harve Stein. Harper, 1931. \$1.25

MADE IN FRANCE. By Susan Smith. Illustrated by Walter Stewart. Knopf, 1931. \$2.00

THE STORY OF A DONKEY. By Mme. La Comtesse De Segur. Abridged from the French by Charles Welsh. Rev. ed. Heath, 1930.

THREE GOOD GIANTS whose Famous Deeds are Recorded in the Ancient Chronicles. By Francois Rabelais. Compiled from the French by John Dimitry. Illustrated by Gustave Dore and A. Robida. Houghton Mifflin, c1887. \$2.50

THE VAGABOND'S WARD. By Marjorie Provost. Illustrated by Harve Stein. Harper, 1931. \$2.00

HOLLAND

TO MARKET! TO MARKET! By Emma L. Brock. Illustrated by the Author. Knopf, 1930. \$1.75

HUNGARY

TALES FROM THE CRESCENT MOON. By May McNeer and Charlotte Lederer. Illustrated by Charlotte Lederer. Farrar and Rinehart. c1930. \$5.00

PETER. By Juliska Daru and Charlotte Lederer. Illustrations by Charlotte Lederer. Dutton, 1931. \$2.50

MAGYAR FAIRY TALES from Old Hungarian Legends. By Nandor Pogany. Illustrated by Willy Pogany. Dutton, 1930. \$3.00

TINKA, MINKA, AND LINKA. By May McNeer. Illustrated by Charlotte Lederer. Knopf, 1931.

SWITZERLAND

ANTON AND TRINI. By Virginia Olcott. Illustrated by Constance Whittimore. Silver, Burdett, 1930. 76c

THE GREEDY GOAT. By Emma L. Brock. Illustrated by the author. Knopf, 1931.

RENZ AND MARGRITLI. By Johanna Spyri. Translated by Helen B. Dole. Illustrated. Crowell, 1931. \$1.50

ITALY

THE TRUCE OF THE WOLF and Other Tales of Old Italy. By Mary Gould Davis. Illustrated by Jay Van Everen. Harcourt, Brace, 1931. \$2.00

GREECE

FAIRY TALES FROM MODERN GREECE. By Theodore Gianakoulis and Georgia MacPherson. Drawings by Henriette Reiss. Dutton, 1930.

RUSSIA

TARAS BULBA. A Tale of the Cossacks. By Nicolai Gogol. Translated by Isabel F. Hapgood. Illustrated by Zhenya Gay. Knopf, 1931. \$2.00

VANYA OF THE STREETS. By Ruth Epperson Kennell. Illustrated by Michael Perts. Harper, 1931. \$2.00

NORTH AFRICA

THE MAGIC RUG. By Ingri and Edgar Parin D'Aulaire. Doubleday, Doran, 1931. \$2.50

AFRICA

FOLK TALES OF A SAVAGE. By Lobagola. Illustrated by Erick Berry. Knopf, 1930. \$2.00

MON DU JOS. The story of a Little Black Doll. By Erick Berry. Illustrated by the author. Doubleday, Doran, 1931.

PERSIA

TALES OF THE PERSIAN GENII. By Frances Jenkins Olcott. Illustrated by Willy Pogany. Houghton, 1931. \$3.00

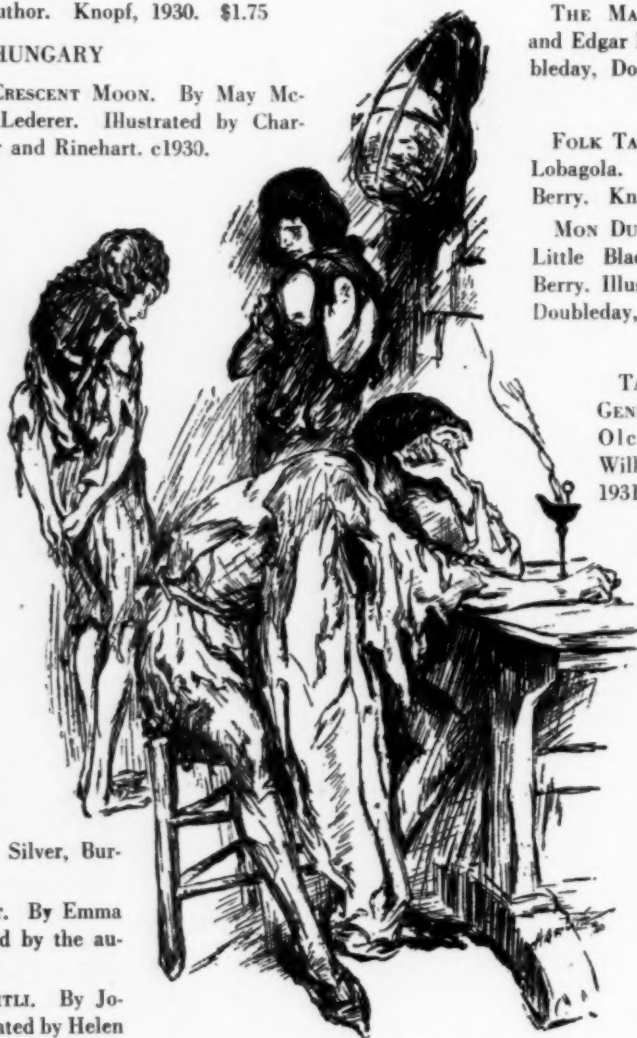
CHINA

CHIN CHIN CHINESE MAN. By Frances Nowlin Head. Illustrated by Janet Laura Scott. Dutton, 1931. \$2.00

LITTLE PEAR. The Story of a Little Chinese Boy. By Eleanor Frances Latimore. Harcourt, Brace, 1931. \$2.00

INDIA

GOLDEN TUSK. By Charles E. Slaughter. Illustrated by Ferd. H. Horvath. Knopf, 1931. \$2.00



Courtesy, Harper Brothers
FROM THE VAGABOND'S WARD. By Marjorie Provost

Courtesy,
Doubleday, Doran
From
JOAN AND PIERRE
By May Mulvany
Dauteur



BUNNY, HOUND AND CLOWN. By Dhan Gopal Mukerji. Illustrated by Kurt Wiese. Dutton, 1931.

THE SOUTH SEAS

BOY OF THE SOUTH SEAS. By Eunice Tietjens. Illustrated by Myrtle Sheldon. Coward McCann, 1931. \$2.50

PEARL DIVER. By Victor Berge and Henry Lanier Wysham. Decorations by Stephen Haweis. Jacket and frontis. By Nicholas F. Riley. Doubleday, Doran, 1931. \$1.00 (Windmill Books)

THE ARCTIC

LITTLE TOOKTOO. The Story of Santa Claus' Youngest Reindeer. By Marie Ahnighito Peary. Illustrated by Kurt Wiese. William Morrow, 1930. \$2.00



Courtesy, Doubleday, Doran
From THE WEE MEN OF BALLY-
WOODEN. By Arthur Mason

CANADA

GAY MADELO. By Ethel Calvert Phillips. Illustrated by Ilse Bischoff. Houghton Mifflin, 1931. \$2.00

THE CARIBBEAN ISLANDS

SEÑOR ZERO. By Henry Justin Smith. Illustrated with woodcuts by Samuel Glanckoff. Harcourt, Brace, 1931. \$2.50

CENTRAL AMERICA

DIGGING IN YUCATAN. By Anne Axtell Morris. Decorations by Jean Charlot. Illustrated with photographs. Doubleday, Doran, 1931. \$2.50

JOLITA OF THE JUNGLE. A Story of the Bush People. By Alice Fessenden Peterson. Illustrated by the author. Beckley-Cardy Company, Chicago, 1929. 80c

THE SPINDLE IMP, and Other Tales of Maya Myth and Folk Lore. By Alida Sims Malkus. Illustrated by Erick Berry. Harcourt, Brace, 1931. \$2.00

NORTH AMERICAN INDIANS

APACHE. By Will Levington Comfort. Dutton, 1931. \$2.00

THE BOX OF DAYLIGHT. By William Hurd Hillier. Drawings by Erick Berry. Knopf, 1931. \$2.50

THE INDIAN TWINS. By Lucy Fitch Perkins. Illustrated by the author. Houghton, Mifflin, 1930. 88c

MY INDIAN BOYHOOD. By Chief Luther Standing Bear. Illustrated. Houghton, Mifflin, 1931. \$1.75

THE RED MAN'S WONDER BOOK. By Howard Angus Kennedy. Illustrated by George L. Cumine. Dutton, 1931. \$3.00

THE WHITE BEAVER. By James Willard Schultz. Illustrated by Rodney Thomson. Houghton, Mifflin, 1930. \$1.75



Courtesy, Harcourt, Brace
From SENOR ZERO.
By Henry Justin Smith

THE NEGROES

BOOCHY'S WINGS. By Annie Vaughan Weaver. Stokes, 1931. \$1.50

UNCLE REMUS, His Songs and His Sayings. By Joel Chandler Harris. Illustrated by A. B. Frost. Edited by M. Aline Bright. Appleton, c1908, 1921. \$2.50

ZEKE. By Mary White Ovington. Illustrated by Natalie H. Davis. Harcourt, Brace, 1931. \$2.00

NORTH AMERICA

NORTH AMERICA. The Land They Live in for the Children Who Live There. By Lucy Sprague Mitchell. Illustrated by Kurt Wiese. With maps and diagrams by the author. Macmillan, 1931. \$3.50



Courtesy, Harcourt, Brace

From *LITTLE PEAR*. By Eleanor Frances Lattimore

FOR THE FREEDOM OF THE MOHAWK. By Harold S. Jacobson. Illustrated by Richard H. Rodgers. Dutton, 1931. \$2.00

JUDITH LANKESTER. By Marjorie Hill Allen. Illustrated by Hattie Longstreet Price. Houghton, Mifflin, 1930. \$2.00

MAMIE. *A Little Girl of 1875.* By Edna Potter. Illustrated by the author. Oxford University Press, 1931.

MISS JIMMY DEANE and What Happened at Pleasant Meadows. By Rose B. Knox. Illustrated by Manning De V. Lee. Doubleday, Doran, 1931. \$2.00

PINAFORES AND PANTALETTS. By Florence Choate and Elizabeth Curtis. Illustrated by the authors. Harcourt, Brace, 1931. \$2.00

SOMETIMES JENNY WREN. By Ada Claire Darby. Illustrated by Grace Gilkinson. Stokes, 1931. \$2.00

STONEWALL. By Julia Davis Adams. Illustrated by Cameron Wright. Dutton, 1931. \$2.50



Courtesy, Alfred A. Knopf

From *GOLDEN TUSK*. By Charles E. Slaughter

WHEN ABIGAIL WAS SEVEN. Illustrated from scissors-cuts by Lisl Hummel. Houghton, Mifflin, 1931. \$2.00

FAMOUS PEOPLE

FLORENCE NIGHTINGALE, the Angel of the Crimea. By Laura E. Richards. Edited by Rowena Keith Keyes. Appleton, 1919, 1931.

GREATNESS PASSING BY. *Stories to Tell to Boys and Girls.* By Hulda Niebuhr. Scribners, 1931. \$1.50

MOTHERS OF FAMOUS MEN. By Wallace Archer. Richard R. Smith, 1931. \$1.00

REAL LIFE STORIES. Heroic Deeds. By W. W. Theisen and S. A. Leonard. Illustrated by Bernice Ochler and Herbert Deland Williams. Macmillan, 1931. 88c



Courtesy, Doubleday, Doran

From *FES-TENS GA-VE*. By Knud Rasmussen

FANCIFUL TALES

BLACK FACE. By Thelma Harrington Bell and Corydon Bell. Illustrated by Corydon Bell. Doubleday, Doran, 1931. \$1.50

THE DUTCH CHEESE. By Walter de la Mare. Illustrated by Dorothy P. Lathrop. Knopf, 1931. \$2.50

SNIPPY AND SNAPPY. By Wanda Gag. Illustrated by the author. Coward-McCann, 1931.

TOBY'S GOBLIN. By Elizabeth Howard Atkins. Illustrated by Uldene Trippe. Rand McNally, 1930.

UNDER THE PIC NUT TREE: SUMMER. By Berta and Elmer Hader. Illustrated by the authors. Knopf, 1931. \$1.25

NATURE STUDY

FOREST FACTS FOR SCHOOLS. By Charles Lathrop Pack and Tom Gill. Macmillan, 1931. \$1.00

NATURE RAMBLES: SPRING. An Introduction to Country Lore. By Oliver Perry Medsger. Foreword by Dr. Clyde Fisher. Illustrated. Frederick Warne, 1931. \$2.00

ANIMALS

JOHN HELD JR.'S DOG STORIES. By John Held, Jr. Illustrated by the author. Vanguard Press, 1930. \$3.50

JUNGLE BABIES. By Edyth Kaigh-Eustace. Foreword by Kermit Roosevelt. Illustrated by Paul Bransom and Don Nelson. Rand McNally, 1930. \$3.00

MAX, THE STORY OF A LITTLE BLACK BEAR. By Mabelle Halleck St. Clair. Illustrated by Lee Townsend. Harcourt Brace, \$2.00

THE ASTONISHING ANT. By Julie Closson Kenly. Illustrated by Henry C. Kenly. Appleton, 1931, \$2.50

BIRD-HOUSE TO LET. By Mary Field Terrell. Illustrated. Stokes, 1931. \$1.00

JOCK THE SCOT. The Adventures of the Dog of the House Who Gave Up Town Life to Run a Country Estate. By Alice Grant Rosman. Illustrated by Joan Esley. Minton, Balch, 1930. \$2.50

SCALAWAG. The Story of a Little Dog. By Aime Rebal. Translated from the French by Frederick S. Hoppin. Illustrated by Morgan Dennis. Stokes, 1931. \$2.00



Courtesy, D. Appleton
FROM UNCLE REMUS. By Joel Chandler Harris



Courtesy, Harcourt, Brace
FROM PINAPORES AND PANTALETTS.
By Florence Choate and Elizabeth Curtis

CANARY VILLAGE. By Grace B. Gawthorpe. Illustrated by Edna Potter. Stokes, 1930. \$1.00

AEROPLANES

BURNING UP THE SKY. By Bob Buck. Illustrated. Putman, 1931. \$1.75

THE RIGHT TO SOLO. A Collection of the Best Airplane Stories for Boys and Girls. Edited by Ramon Wilke Kessler. Illustrated by Clayton Knight. Dutton, 1931. \$2.00

ROMANCE OF THE AIRMAN. By Pauline A. Humphreys and Gertrude Hosey. Ginn, 1931. \$1.48

ART AND RECREATION

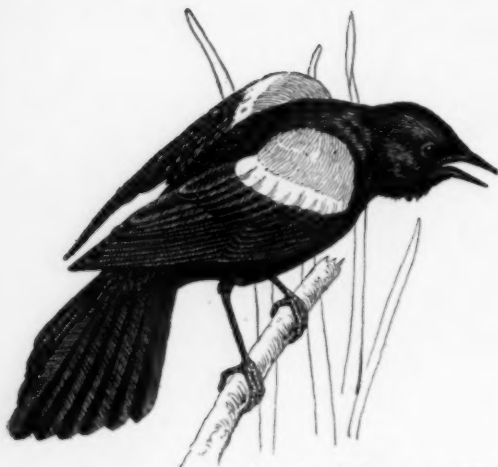
ATTRACTIVE PARTIES FOR CHILDREN. By Lottie E. Fitch. Richard R. Smith, 1931. \$2.00

CAN YOU ANSWER IT? A Book of Riddles. Compiled by Nita Fikes. Designed by Grace Allen. Oxford University Press, 1931.

HOW TO PLAY BASEBALL. By Babe Ruth. Cosmopolitan, 1931. 75c



Courtesy, E. P. Dutton
FROM STONEWALL. By Julia Davis Adams



Courtesy, Frederick A. Warne
FROM NATURE RAMBLES: SPRING. By Oliver P. Medsger

THE DRUM BOOK. By Satis N. Coleman. Illustrated. John Day, 1931.

RACING YACHTS DONE IN CORK MODELS. By Peter Adams. Illustrated by Madelaine Kroll. Dutton, 1930. \$1.25

PRODUCING YOUR OWN PLAYS. By Mary M. Russell. Richard R. Smith, 1931. \$2.00



Courtesy, Houghton Mifflin
FROM THE VOYAGE OF THE MARTIN CONNOR.
By Oswald Kendall

Courtesy, Harcourt, Brace
FROM LENAPE TRAILS.
By Clifton Lisle



THE STORY OF PRINTED PICTURES. By Katherine Stanley-Brown. With pictures by Randolph Stanley-Brown. Harper, 1931. \$1.25

WONDER WINDOWS. Stories and Pictures of Art in Many Lands. By Eugenia Eckford. Dutton, 1931. \$2.00

POEMS AND SONGS

ANIMAL, VEGETABLE, OR MINERAL. By Claude Flight. Illustrated by the author. Oxford University Press, 1931.

EARLY MOON. By Carl Sandburg. Illustrated by James Daugherty. Harcourt, Brace, 1930.

NEW SONGS FOR NEW VOICES. Edited by Louis Untermeyer, Clara Mannes, and David Mannes. With pen drawings by Peggy Bacon. Harcourt, Brace, 1928. \$2.50



Courtesy, Houghton Mifflin
FROM THE SHIP BOOK.
By Jean H. Dukelow and Hanson Hart Webster

Editorials

A PRINCIPLE APPLIED

ATTENTION is called to the mutually clarifying discussions of Sir John Adams, page 185 and Miss Mildred Dawson, page 194, in this number of THE REVIEW. In "Two Worthwhile Sayings," Professor Sir John Adams quotes Dr. George Samson as saying that "Every teacher in English is a teacher of English," and suggests a solution to the problems thus raised in the statement that there is all the difference in the world between having to say something and having something to say. He presents the first saying as a *Magna Carta* for teachers of English and points out, in connection with the second, that "there are certain kinds of written work given in other than English classes that lend themselves perfectly to the needs of the English teacher."

Miss Dawson, in "Building a Language-Composition Curriculum in the Elementary School," gives a very clear account of an experimentally organized course for a fourth grade, in which one sees an application of the principles set forth by Professor Adams.

It is interesting to observe that these two writers arrived at such notable accord in their thinking through circuits of reading and experience lying in quite different parts of the world. One traces, in the discussion of Professor Adams, the better pedagogical trends in England and France, while Miss Dawson's experiment is based upon the findings of American investigators.

In these days when one sees on all sides so much of the pseudo-scientific in educational research and experimentation, it is refreshing to come upon such instances as these, in which the investigators actually think their way through a series of ideas to an objective that will stand thoughtful scrutiny.

GUIDES TO CHILDREN'S BOOKS

THE long list of new books announced in "Around the World in New Books", pages 201-206, is representative of the output of publishing houses. Children's books seem as numerous as ever this year, and, if anything, richer in interest and appeal than before.

It is obvious, in view of the tremendous output of children's books during the last ten years, that teachers and librarians need guides of some kind to assist them in wise selection. Simultaneously with the work of the authors and publishers of literature for children, have appeared studies and investigations to determine the preferences of children in their normal reading interests. There have also been many empirical studies, of considerable value.

The following recent books will be found useful in this connection:

CHILDREN'S READING. A Guide for Parents and Teachers. By L. M. Terman and Margaret Lima. Second edition. Illustrated. Appleton, 1931.

(This is a substantial revision of the excellent first edition.)

INTRODUCTION TO THE STUDY OF CHILDREN'S LITERATURE. By Eleanor Rawlinson. W. W. Norton, 1931.

A GUIDE TO CHILDREN'S LITERATURE. By Florence Bamberger and Angela M. Broening. Johns Hopkins Press, 1931.

CHILDREN'S CATALOG. A Dictionary Catalog of 4100 Books, With Analytical Entries for 880 Books, and a Classified List Indicating Subject Headings. Compiled by Minnie Earl Sears. Fourth edition, Revised. H. W. Wilson, 1930.

(A supplement has just been issued to this invaluable reference work.)

Many articles of great merit by authorities on children's books have appeared in THE REVIEW, particularly in the October numbers which for the past seven years have been devoted to Children's Book Week activities.

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

ELEMENTARY MEMBERSHIP

ANNUAL MEETING, MILWAUKEE, WISCONSIN, NOVEMBER 27, 28, 1931

Friday, November 27

PROGRAM

Luncheon, 1:00 o'clock

Presiding: Maude McBroom, Chairman, Elementary Membership. State University of Iowa

Address: "Literary Enthusiasms." John T. Frederick, Editor of *The Midland*, well-known novelist, author of *Druida*

Address: "The Enrichment of Literature Through Music."

Ruth Moscrip, Supervisor of English and History, State Teachers College, St. Cloud, Minnesota, and Anne Pierce, Supervisor of Music, University Schools, State University of Iowa. This will be a presentation of units of literature and history by Miss Moscrip, and will be illustrated in song by Miss Anne Pierce. It will attempt to show how literature and history can be made colorful and charming through participation in the music which is a part of our literary heritage.

Saturday, November 28

Meeting, 2:00 o'clock

Presiding: C. C. Certain, Editor of *The Elementary English Review*. Detroit Teachers College,

Address: "Constructive Projects for the Committee on Elementary English." Maude McBroom, Chairman, Elementary Membership, State University of Iowa

Address: "Fundamentals of Reading." William S. Gray, Dean, School of Education, University of Chicago

Two additional speakers to be announced

MINUTES OF THE MEETING HELD IN LOS ANGELES, CALIFORNIA, JUNE 29, 1931

The Elementary members met on Monday afternoon, June 29, at 2:00 o'clock in the Period Group Hall of the Los Angeles Museum. Miss Mabel C. Hermans, Research Assistant, Los Angeles City Schools, presided.

About two hundred people were present. The Chairman discussed the value of THE ELEMENTARY ENGLISH REVIEW, an official organ of The National Council of Teachers of English, and read letters from noted educators concerning its help for teachers of English. Sample copies and subscription cards were distributed.

Mrs. Catherine Atwater, Supervisor, Fifth and Sixth Grades, Los Angeles City Schools, spoke on "What Achievement in English May We Expect Under the Activity Program?"* Following Mrs. Atwater, Dr. Frederick J. Weersing, Professor of Education of the University of Southern California, spoke on "What Purposes Shall be Served by Reading in the Elementary School and How Shall They Be Achieved?"* At the conclusion of the second speech, a round-table discussion was held.

* To be published in a forthcoming issue of THE ELEMENTARY ENGLISH REVIEW.